



## **OBJECTIVE**

At the end of the course, participants will see preventive conservation from the viewpoint of risk management.

They will be able, using a systematic approach, to identify, estimate and rank risks within their specific context. They will use the terminology appropriately and communicate risks more effectively. They will be able to develop and assess options to treat risks, and suggest ways to plan their implementation.

They will propose and design a “personal project” which they will carry out when they return to their working context in order to contribute to the development and dissemination of the risk management approach.

## **PARTICIPANTS**

There will be 19 course participants, ten from China, and 9 from other Asian countries. They represent a range of heritage and conservation professions dealing mainly with collections in museums, galleries, libraries and archives. They can be museum managers, conservators, conservation scientists, curators and conservation teachers. [Refer to the Participants' list and profiles.](#)

## **PROJECT AND TEACHING TEAM**

The project team is composed of senior staff from the CCI, (Canadian Conservation Institute), ICCROM, ICN (the Netherlands Institute for Cultural Heritage), and guest lecturers from other institutions in China and in the rest of the world. [Refer to the information on the Project and teaching team.](#)

## **WORKING LANGUAGE**

English will be our working language. There will be different mother-tongues spoken in the group, including Chinese.

## **COURSE STRUCTURE**

Following an introduction, the course is structured into 6 units, based on the Australian and New Zealand Standard for Risk Management, presented below in sequence. However, the various units are inter-related, as are the knowledge and skills they encompass.

The structure is linear and progressive, with opportunities for participants and teachers, at various stages, to refine and integrate the various notions (see REVIEW SESSIONS). [Refer to Course schedule.](#)

Note: Units are organized into modules and then into sessions of 90 minutes.

## UNIT 0 INTRODUCTION TO RISK MANAGEMENT

### Module 1 Preventive Conservation in the Chinese context

### Module 2 Mini-conference: from preventive conservation to risk management

To share current approaches and experiences related to preventive conservation decisions in a variety of contexts.

### Module 3 Concepts of risks

To discuss and adopt a common terminology for risk. In particular, to establish the meaning, interpretation and connections of key words such as risk, loss, agent, cause, hazard, frequency, likelihood, probability, rare, and continual. To familiarize with the risk management cycle

## UNIT 1 ESTABLISH THE CONTEXT

### Module 1 Integrating the risk management into the institutional and national context

To consider integration of the risk management approach within national preservation policies and within an institution's missions and mandates.

### Module 2 Specifying the framework and defining scopes for risk management of the case-study

To specify the framework and to define scopes for the risk management case-study.

### Module 3 Cultural heritage values

To discuss the importance of value in cultural heritage.

## UNIT 2 IDENTIFY RISKS

### Module 1 Tools for comprehensive identification of risks

To examine various systematic approaches for the risk discovery process; to improve deducting skills from observation of context of collections and of damages to collections.

### Module 2 Finding specific risks

To identify the specific risks in a real context (the case-study) and to ensure that identification is comprehensive.

## UNIT 3 ANALYSE RISKS

### Module 1 Risk scenarios

To describe the specific risks in a given context and to ensure that the description will allow their subsequent evaluation.

### Module 2 Documenting scenarios

To examine critically three main sources of information, i.e. material science, statistic records, and institutional and staff memory. Illustrations will focus on risks due to incorrect RH, light, contaminants, fire and earthquake.

### Module 3 Loss of value

To discuss the interpretation of 'loss in value', and how to integrate 'loss in value' into the risk analysis.

### Module 4 Magnitude of risk

To discuss and apply a framework within which risks can be compared on common scales.

### Module 5 Dealing with uncertainty

To make uncertainty transparent, to recognize its sources and to determine its role in risk evaluation.

## UNIT 4 EVALUATE RISKS

### Module 1 Comparing magnitudes of risks and uncertainties from the case-study

To interpret the final ranking in calculation of the magnitude of risks using common scales.

## UNIT 5 TREAT RISKS

### Module 1 Developing and analysing options

To apply a methodical approach to developing options for reducing risks.

### Module 2 Emergency preparedness as part of risk treatment

### Module 3 Designing an implementation plan

To turn the option into a risk treatment plan.

## UNIT 6 COMMUNICATE AND CONSULT

**Module 1** Communicating and consulting with different audiences

**Module 2** Compiling the results

To communicate and share risk assessment results with decision-makers, using appropriate report systems and visual aids.

## UNIT 7 PARTICIPANTS ASSESSMENT AND COURSE EVALUATION

**Module 1** “Do it” – One-day risk assessment exercise

To practice acquired knowledge and skills during the course

**Module 2** Course evaluation

### INDIVIDUAL STUDY AND THE “PERSONAL PROJECT”

In week one and week three, on Wednesday afternoon, time is allocated for individual study and reading, and for consultation with the project team members. Suggested reading and an optional topic is proposed:

Week one Learn more about the Preservation framework

(see <http://www.cci-icc.gc.ca/crc/fw/index-eng.aspx>)

Week three Planning the ‘Personal project’ (\*)

During these periods, participants will have also the opportunity to arrange individual appointments with the available resource-persons and colleagues.

(\*)We encourage each participant to think in advance of an idea or a project related to the theme of the course which they can initiate and possibly carry out within six months of their return.

### REVIEW SESSIONS

Special review sessions are scheduled at the beginning of the second and the third week, for review, further thinking, discussion and linkages. Participants can bring forward any issues arising from the course so far.

### VARIETY OF TEACHING AND LEARNING ACTIVITIES

In order to draw upon and to develop the participants’ learning and communicating skills, the course offers a variety of teaching and learning activities. It includes a balance of illustrated lectures, practical work, study visits, group works, seminars and discussions. Most sessions promote interactive learning. The course features in particular:

A “Mini conference”: At the end of the first week, a “Mini conference” will include presentations from participants and the teaching team.

A case-study: **The Sackler Museum, Beijing**. From day 2 of the course, and as the course develops, participants practice the risk management approach through a case-study specially selected for the course. Approximately one third of the course will focus on the case-study.

A one-day Risk Assessment: At the end of the course, a one-day exercise will allow participants to test their knowledge and skills by carrying out autonomously a specific risk assessment.

## **PARTICIPANTS' CONTRIBUTION TO THE COURSE**

The course will bring together a group of professionals from very diverse backgrounds. The past experience and the challenges they face in their work will be an important contribution to the course content, and the exchange of experience, concerns and ideas is a major aim of this project. A separate document "Participants' contribution to the course" describes what they need to prepare in view of the course.

## **COURSE EVALUATION SYSTEM**

As for all ICCROM courses, a formal course evaluation system is used. It will consist of questionnaires to participants and teaching team, during and after the course. Six months after the course, participants will be asked for final feedback, and a report on their "personal project".